

**ISU PA PROGRAM
FINAL-ROTATION EVALUATION**

Student:

Preceptor:

Rotation Number:

Date:

Type (circle all that apply): Outpatient | Inpatient | ObGyn | Peds | ER | Surg | Psych | Elective

Please mark the appropriate box under each heading:

ATTENDANCE AND PUNCTUALITY					
Not observed <input type="checkbox"/>	Rarely present/ punctual <input type="checkbox"/>	Often absent/ tardy <input type="checkbox"/>	Sometimes absent/tardy <input type="checkbox"/>	Rarely absent/ tardy <input type="checkbox"/>	Always present/ punctual <input type="checkbox"/>
PROFESSIONAL APPEARANCE					
Not observed <input type="checkbox"/>	Not appropriate for the setting <input type="checkbox"/>	Generally appropriate; unresponsive to suggestions <input type="checkbox"/>	Generally appropriately, with a few obvious exceptions; responds to suggestions <input type="checkbox"/>	Usually appropriately, with a few minor exceptions <input type="checkbox"/>	Always appropriate <input type="checkbox"/>
INITIATIVE					
Not observed <input type="checkbox"/>	Not well motivated; avoids doing whenever possible <input type="checkbox"/>	Just getting by; accepts requests but often fails to follow through <input type="checkbox"/>	Accepts requests, generally follows through & sometimes volunteers <input type="checkbox"/>	Accepts requests; always follows through & frequently volunteers <input type="checkbox"/>	Exceptional motivation; exceeds expectations <input type="checkbox"/>
CHARTS					
Not observed <input type="checkbox"/>	Disorganized; inaccurate; material irrelevant <input type="checkbox"/>	Incomplete, poorly organized; reflects less than adequate understanding of patients' problems <input type="checkbox"/>	Generally accurate, complete & well organized; requires minor refinement & clarity <input type="checkbox"/>	Accurate, complete & well organized; reflecting good understanding of patients' problems <input type="checkbox"/>	Concise, relevant & well organized; includes subtleties reflecting a clear understanding of the case <input type="checkbox"/>
KNOWLEDGE					
Not observed <input type="checkbox"/>	Unable to discuss common pathological processes with accuracy <input type="checkbox"/>	Fair knowledge of diseases; has many gaps in fundamental concepts <input type="checkbox"/>	Discusses pathophysiology for most common diseases; limitations in breadth of knowledge <input type="checkbox"/>	Can accurately discuss most common diseases; knowledge extends to include a few uncommon disease entities <input type="checkbox"/>	Extensive knowledge of pathophysiology common diseases and other less common disease states <input type="checkbox"/>
CLINICAL JUDGMENT					
Not observed <input type="checkbox"/>	Decisions and recommendations often wrong & ineffective <input type="checkbox"/>	Sound judgment in less than half the cases; doesn't seem to learn from mistakes <input type="checkbox"/>	Errs often but usually learns from mistakes <input type="checkbox"/>	Usually shows good judgment resulting from sound evaluation of factors <input type="checkbox"/>	Sound logical thinker; considers all factors to reach accurate decisions; contributes in complex cases <input type="checkbox"/>

CLINICAL MANAGEMENT					
Not observed <input type="checkbox"/>	Contributes little to patient management plan <input type="checkbox"/>	Suggests only routine care most of the time; usually fails to follow the patient closely <input type="checkbox"/>	Sound ideas, but needs general assistance with clinical management <input type="checkbox"/>	Good judgment; less than extensive knowledge base in clinical management <input type="checkbox"/>	Sound judgment & extensive knowledge in clinical management; seldom requires assistance <input type="checkbox"/>
TEAM PARTICIPATION					
Not observed <input type="checkbox"/>	Behavior undermines team effort <input type="checkbox"/>	Very often insensitive to others <input type="checkbox"/>	Often sensitive to others; minor problems with team members <input type="checkbox"/>	Almost always sensitive to others <input type="checkbox"/>	Always considerate others; promotes relations among team members <input type="checkbox"/>
PROFESSIONAL RELATIONSHIPS					
Not observed <input type="checkbox"/>	Behavior is unacceptable; does not cooperate; makes poor impression <input type="checkbox"/>	Behavior is usually acceptable; cooperates when necessary; makes little impression <input type="checkbox"/>	Maintains acceptable & workable relationships <input type="checkbox"/>	Establishes atmosphere of mutual respect & dignity with others <input type="checkbox"/>	Commands admiration & respect of others; conducts him/herself as a true professional <input type="checkbox"/>
RELATIONSHIP WITH PATIENTS					
Not observed <input type="checkbox"/>	Unable to establish appropriate rapport <input type="checkbox"/>	Fair rapport; often a lack of communication <input type="checkbox"/>	Generally good rapport; occasional difficulty communicating <input type="checkbox"/>	Good rapport; listens & communicates his/her concern for the patients' problems <input type="checkbox"/>	Excellent rapport with even the most difficult patients; instills confidence in his/her ability <input type="checkbox"/>
HISTORY TAKING					
Not observed <input type="checkbox"/>	Unable to elicit an accurate history; cannot elicit the pertinent facts surrounding a patient's symptoms <input type="checkbox"/>	Able to elicit some pertinent facts relating to patient's symptoms; lacks insight into symptoms/course of diseases <input type="checkbox"/>	Generally elicits an accurate history, but some problems eliciting all the pertinent facts <input type="checkbox"/>	Good history taking skills; elicits an accurate history; rarely has a problem eliciting all the pertinent facts <input type="checkbox"/>	Excellent history taking skills even with the most complex patients; elicits all pertinent facts; exceptional insight into symptoms of diseases <input type="checkbox"/>

PERFORMING PHYSICAL EXAMINATIONS

Not observed	Does not perform pertinent or PE techniques; findings are not reproducible; unable to recognize signs of disease	Performs some appropriate PEs relating to patient's symptoms; lacks insight into signs/course of diseases	Generally performs an accurate, reproducible PE, occasional problems eliciting or recognizing all the pertinent physical findings	Good PE skills; usually performs an accurate, reproducible PE; rarely has a problem eliciting or recognizing all the pertinent findings	Excellent PE skills even with the most complex patients; elicits all pertinent findings; exceptional insight into signs of diseases
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

UTILIZING DIAGNOSTIC STUDIES

Not observed	Lacks basic understanding of indications/ contraindications, performance, and interpretation of common diagnostic studies	Appropriately performs, utilizes and/or interprets some diagnostic studies	Appropriately performs, utilizes and interprets most diagnostic studies	Good understanding of indications, contraindications/ performance, and interpretation of most diagnostic studies	Excellent understanding of indications, contraindications, performance, and interpretation of most diagnostic studies
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FORMULATING DIFFERENTIAL DIAGNOSES

Not observed	Lacks ability to form appropriate differential diagnosis	Able to form partial differential diagnosis, but misses some essential conditions	Able to articulate a differential diagnosis with most essential conditions, but not quite complete	Good complete differential with all essential conditions	Excellent complete differential diagnosis with all essential conditions and some less common diseases; exceptional insight
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EMERGENCY MEDICAL KNOWLEDGE, SKILLS, AND ABILITIES

Not observed	Lacks the knowledge, skills, or abilities to respond appropriately to common situations encountered	Able to respond to some common conditions, but knowledge, skills, or abilities are weak	In general, responds appropriately to at least 50% of emergent conditions encountered	Good level of knowledge, skills, & abilities; responds appropriately to at least 75% of common conditions encountered	Performs above level of expectation; exceptional insights and abilities; responds appropriately to 90% of common conditions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PATIENT EDUCATION, HEALTH PROMOTION, AND DISEASE PREVENTION (PEHPDP)

Not observed <input type="checkbox"/>	Failed to demonstrate an understanding of basic PEHPDP knowledge, skills, or abilities <input type="checkbox"/>	Able to provide some PEHPDP information; knowledge, skills, or abilities are weak <input type="checkbox"/>	Usually able to provide pertinent and appropriate PEHPDP information to patients <input type="checkbox"/>	Good knowledge, skills, and abilities in presenting PEHPDP information in the most cases <input type="checkbox"/>	Excellent knowledge, skills, and abilities in presenting PEHPDP information; exceptional insights <input type="checkbox"/>
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EVIDENCE-BASED PRACTICE (EBM)

Not observed <input type="checkbox"/>	Failed to demonstrate any understanding or utilization of evidence-based medicine (EBM); did not seem to utilize medical literature <input type="checkbox"/>	Demonstrates some understanding and utilization of EBM in patient care; rarely utilized current medical literature <input type="checkbox"/>	In general, demonstrates a fair understanding and utilization of EBM in patient care; some utilization of current literature demonstrated <input type="checkbox"/>	Good understanding and utilization of EBM in patient care; demonstrated the ability to utilize current literature <input type="checkbox"/>	Excellent understanding and utilization of EBM; exceptional ability to utilize the current medical literature; exceptional insight <input type="checkbox"/>
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CULTURAL COMPETENCY

Not observed <input type="checkbox"/>	Insensitive to the various cultural, racial, or other minority patients seen in this practice <input type="checkbox"/>	Shows some sensitivity to the various cultural, racial, or other minority patients seen in this practice; minimal inflexibility or insensitivity dealing with others <input type="checkbox"/>	In general demonstrates sensitivity to the various cultural, racial, or other minority patients seen in this practice; no inflexibility or insensitivity noted <input type="checkbox"/>	Good demonstration of sensitivity to the various cultural, racial, or other minority patients seen in this practice <input type="checkbox"/>	Excellent sensitivity to the various cultural, racial, or other minority patients seen in this practice; exceptional insights <input type="checkbox"/>
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ETHICS

Not observed <input type="checkbox"/>	I have grave concerns about students' ethics <input type="checkbox"/>	 <input type="checkbox"/>	Some concerns about students' ethics <input type="checkbox"/>	 <input type="checkbox"/>	No concerns about students' ethics <input type="checkbox"/>
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